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ABSTRACT

This curriculum guide contains the grade 9 course content of the interdisciplinary International Studies Seminar, conducted at Withrow High School in Cincinnati, Ohio. The seminar, part of the school's International Studies Academy, is an alternative education program which emphasizes global studies as the core of its curriculum. The document provides the program's philosophy, its six goals, its objectives, and the scope and sequence for 15 weeks. The program's four units of study include global awareness, differences, problems, and understandings, and students are asked to discuss and debate a variety of selected topics for each unit. Each unit includes student learning objectives, a course content outline, and a list of teaching strategies and resource materials. Some of the topics include: (1) Cincinnati as an international community; (2) social sciences and the scientific method; (3) key geographical terms and features of the world; (4) the interaction of geography and culture; (5) cultural universality and diversity; (6) ethnocentrism and cultural relativism; (7) an introduction to global problems; (8) population and food problems; (9) resources and development problems; and (10) human rights. (JHP)

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INTERNATIONAL STUDIES SEMINAR

GRADE 9

FIRST SEMESTER

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International Studies Academy: Withrow High School

Cincinnati Public Schools

1987

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STATEMENT OF APPROVAL

Pursuant to the requirements of the Ohio State Department of Education, the course of study contained in this manual has been developed and approved by the Cincinnati Public Schools for use in:

Subject: International Studies Seminar

Grade(s) Grade 9

School: International Studies Academy: Withrow High School

Board of Education Approval: _____

Introduction

For over a decade the Cincinnati Public Schools have provided many diverse educational opportunities for residents through the city alternative programs and schools. One of the unique opportunities has been the International Studies Academy which opened at Withrow High School in 1980. The International Studies Academy provides over 600 students a culturally diverse setting and multiple program choices.

There are many unique opportunities within the academy in languages, social studies, the arts, and other subjects. There are many opportunities to learn about diversity as students attend classes with students from many other cultures and nations. After-school seminar, club, and service experiences also enrich student life.

In addition to the opportunity to learn about diversity students also have experiences which tend to be unifying. Assemblies, clubs, and projects help promote unity, but some formal experiences are also planned in language, culture, the arts, and technology. One of these planned formal experiences is the International Studies Seminar.

The international seminar program is a one year required experience which begins in grade 9 and is completed in grade 10. The seminar is interdisciplinary and draws guest lecturers from different disciplines to supplement the regular lessons. The first two quarters focus on culture as the unifying theme and the last two quarters will focus on language when developed in 1988.

The material for this course of study was developed by Robert Girton, a teacher at Withrow, working with Dr. Dean Moore, Social Studies Supervisor. General direction and guidance was provided by Dr. Pat Rice, Associate Principal, Warren Solar, I.S.A. Coordinator, and Shirlee Williams, Director of Secondary Education.

DISTRICT PHILOSOPHY AND GOALS

MISSION STATEMENT FOR CINCINNATI PUBLIC SCHOOLS

The Mission of the Cincinnati Public Schools is to prepare students for a lifetime of learning, growth and enrichment in a changing society. To achieve this mission, the Cincinnati Public Schools will provide each child with equal access to programs of educational excellence in socio-economically and racially integrated settings. Students will learn the essential knowledge, skills, and attitudes to be responsible and productive citizens who can achieve their highest potential and be prepared to respond to change in their lives. Students will learn respect for themselves and others. The students, teachers, administrators, parents, Board of Education, and general community share responsibility for the fulfillment of this mission.

GOALS AND LONG RANGE PLANNING COMMITTEE

Virginia K. Griffin, Chairperson
Jerry H. Lawson
Lorena M. O'Donnell

July 22, 1985

Program Philosophy

The International Studies Academy is an alternative program within the Cincinnati Public School System which emphasizes global education as a core part of its curriculum. The International Studies Seminar (9) is meant to be a course in which the school introduces the Academy to the incoming freshmen and defines for them what is meant by the term "global education." In addition, this course is meant to provide ISA students with a common set of shared experiences which will be a foundation for additional work within the Academy as well as providing an opportunity for ISA students to get to know their administrators, counselor, teachers and fellow peers.

It is believed that in order to reach these academic and social goals, this course of study should:

1. provide students with the vocabulary required to become globally aware.

2. provide students with the opportunity to practice the academic skills required within global education.

3. allow students to examine and discuss numerous examples of cultural diversity.

4. make students aware of some current problems facing the global community.

5. allow students to perceive some universal human issues and the diversity or cultural responses to them.

6. encourage students to view themselves as part of an international community on both a local and international level.

7. provide a positive educational climate in which individual needs are recognized and a joy of learning is exhibited.

The rationale for developing this course can be examined by listing the benefits this course can provide. These benefits include:

1. Students will have a sense of belonging within their own school.

2. Students will receive the education required of future voters in order to make intelligent decisions on international issues.

3. Students will appreciate the need to view global problems as issues with which everyone must be concerned.

4. The course will help to bring the school and local community into closer cooperation.

5. Students will gain insight into the car[illegible]pportunities available to them as a result of their global education.

6. Students will be better prepared to follow and assess the significance of current events of the world.

7. Students will be practicing and developing basic skills which they can utilize throughout their entire life.

8. Students will start to see themselves as "citizens of the world."

Program Goals

As a result of participating in the program, the student will:

Goal I: Develop a knowledge of major landmarks and regions of the world.

Goal II: Understand the significance of culture in our lives and why different societies have different cultural patterns.

Goal III: Recognize current global problems, their origins and possible solutions.

Goal IV: Recognize oneself as part of a global community.

Goal V: Enhance, extend and apply basic skills.

Goal VI: Recognize some universal issues which every human society faces.

Program Objectives

During the semester each student will:

Cognitive Objectives

1. master key geographical terms and features of the world. (2-a)
2. define "region" and identify five major types of regions, where these regions are found and their prominent characteristics. (2-a)
3. identify the social sciences used in global education and the method and area of knowledge associated with each. (2-g)
4. describe and discuss the interaction of geography and culture. (2-i)
5. assess the significance of culture for human societies. (2-f) (2-d)
6. identify and analyze specific examples of cultural diversity. (2-b) (2-h)
7. identify and analyze the function and significance of ethnocentrism. (2-f)
8. describe and evaluate current global problems. (2-i) (2-i)
9. identify and discuss universal human themes. (2-c) (2-d) (2-e)
10. recognize career options associated with international studies. (3-c)
11. complete a service project for others. (3-a)

Affective Objectives

12. develop a sense of belonging within the ISA program.
13. value the ISA program and Cincinnati as international communities.
14. appreciate the need for and the legitimacy of cultural diversity.
15. value him/herself as a citizen of the world.

Skill Objectives

16. practice and develop his/her writing skills. (1-g)
17. practice and develop his/her research skills. (1-b)
18. practice and develop his/her oral communication skills. (1-c)
19. practice and develop reading skills. (3-d)
20. practice and develop higher level thinking skills. (3-c)
21. practice and develop test taking skills. (3-f)

Scope and Sequence

General Description

The International Studies Seminar (9) is a semester course which is mandatory for all incoming Academy freshmen. There are four major units with the course: Global Awareness; Global Differences; Global Problems; and Global Understanding. The first two units will be taught in the first quarter of the course; the second two units will be taught in the second quarter of the course. Throughout the course, students will meet five times a week.

The course will continually emphasize a number of resources. These resources include teachers and administrators, of the International Studies Academy, the local international community, and the material gathered on a Fulbright Program in India from the summer of 1987. The course is also designed to be interdisciplinary and multisensory so that students may understand global education from a variety of perspectives. The International Studies Seminar (9) will also continually teach and reinforce basic academic skills by incorporating the use of those skills within the daily activities of the class. Finally, the course emphasizes the social skills required of our students. Consistently, students will be asked to discuss and debate any number of topics. They will be asked to complete a service project for others during the duration of the course, and ultimately will be challenged to consider themselves as members of a school and a global community.

Sequence of Topics

Week		
1		Cincinnati as an International Community, Human Sciences, and Key Geographical Terms and Features of World
2		Methods of Study Used in Global Education and the Introduction of Geography and the Environment Career Options
3		Concept of "Region" and Major Regions of the World
4		Culture; Cultural Diversity
5 & 6		Case Studies of Cultural Diversity: Family, Language, Class
7		Ethnocentrism; Its Benefits and Drawbacks
8		Introduction to Global Problems
9	Case studies of global problems	Population Growth and Food Supply
10		Technology and Development
11		Natural Defense
12		Human Rights
13	3 universal themes	War and Peace
14		People and Love
15		People and the Ultimate

FIRST QUARTER

Unit 1

Assoc. Con. 1, 3
Assoc. Skills 16

Topic I -

Cincinnati as an International Community

Subject Objectives

The student will be able to:

1. rank in correct order neighborhood, city, state, nation, continent, hemisphere, planet, solar system, universe.
2. identify ethnic groups represented in Cincinnati.
3. cite specific examples which illustrate Cincinnati's connection with the rest of the world.
4. compare and contrast the similarities and differences of Cincinnati to the Indian city of Ahmadabad.
5. identify a service project which he/she will complete during the semester.

Unit Title Cincinnati as an International Community Quarter 1

Content Outline	Teaching Strategies and Resources
I. Cincinnati as an International Community	
A. Hierarchy of Terms (1-3)	
1. Neighborhood	1. Read "Captain Stormfield's Visit to Heavan," pp. 11-13 Learning About People and Cultures.
2. City	2. Work Sheet Activities - draw eight concentric circles and have students label and give an example of each.
3. Nation	3. Do the same exercise on the board for a location in India and discuss similarities and differences.
4. Continent	
5. Hemisphere	
6. Planet	4. Ask one of Withrow's foreign born faculty members to discuss how he/she came to Cincinnati and their experiences.
7. Solar System	
8. Universe	
B. Cincinnati's Connections with the World (4-7)	5. Ask students to look up number and types of ethnic restaurants in Cincinnati (or the same for religious communities).
1. Ethnic communities	
2. Food	6. Ask Withrow's Partner in Education to discuss or provide information on its foreign trade.
3. Religion	
4. Business	7. Ask a local ethnic organization to discuss their history in Cincinnati.
C. Comparing Cincinnati to Another City (8-10)	8. Show slides of Ahmadabad and its people and discuss this with students.
1. Cincinnati's people	9. Have students construct a chart which compares and contrasts the two cities.
2. Ahmadabad's people	
3. Sights	10. Have students interview a person from Cincinnati and compare it to a taped interview with someone from Rhmadabad.
4. Economy	
5. Government	11. Develop a list of options available to students as a service project, both locally and in India.
D. Service Project (11-12)	
1. Rationale	12. Explain procedure and grading of this assignment.
2. Opinions	

Assoc. Con. 2-9
Assoc. Skills 16-17

Topic II -

The Human Sciences

Subject Objectives:

The student will be able to:

6. define the scientific method, its rationale and the step by step procedure which it involves.
7. identify the eight major social sciences and the area of knowledge associated with each.
8. identify the physical life.

Unit Title Social Sciences and Scientific Method Quarter 1

Content Outline

II. The Scientific Method

A. Science (1-2)

1. What is it?
2. Why do we need it?
3. How can we guarantee that we're being scientific? (Scientific Method as Solution)

B. Scientific Method (3)

1. Observation
2. Preliminary hypothesis
3. Testing the hypothesis
4. Reaching final hypothesis

C. Social Sciences (4-5)

1. Definition
2. Types
   a. economics
   b. sociology
   c. psychology
   d. history - historiography
   e. linguistics
   f. anthropology
   g. political science
   h. archeology
   i. geography

Teaching Strategies and Resources

1. Read "Our Place in Space," pp. 15-17 Learning About People and Cultures.

   Have students compare and contrast (non scientific) popular opinions and (scientific) Copernicus' opinion on the center of the universe.

2. Ask students to write down five things which immediately come to mind when they think about India. List them and discuss each to separate facts (science) from fiction (popular opinions).

3. Ask the class to do a simple scientific investigation using the scientific method. Have them share their results with the class.

4. Ask students to write a paragraph on the value of the social sciences within their own life.

5. Read "It Was a Wonderful Nightmare," pp. 244-246 Reading Around the World. Have students give specific examples of how a study of the social sciences might have helped the author.

Topic III –

Assoc. Con. 1
Assoc. Skills 17, 18

Key Geographical Terms and Features of the World

Subject Objectives

The student will be able to:

9. define commonly used geographical terms.
10. identify major natural features of the world.

Unit Title Key Geographical Terms and Features of the World Quarter 1

Content Outline

III. Key Geographical Terms and Features of the World

A. Geographical Terms (1-2)

1. Altitude/elevation
2. Continent
3. Delta
4. Desert
5. Downstream/upstream
6. Equator
7. Foothills
8. Highlands
9 Inland
10. Isthmus
11. Latitude/longitude
12. Mountain
13. Oasis
14. Ocean
15. Plateau
16. Prairie
17. Prime meridian
18. Sea
19. Steppe
20. Strait
21. Timberline
22. Tropics

B. Natural Features of the World (3-4)

1. Seven continents
2. Four oceans
3. Mountain ranges (Alps, Himalayas, Andes, Rockies, Ural)
4. Seas (Mediterranean, Carribean, Black, Caspian, Arabian, Red, South China, East China, Sea of Japan)
5. Deserts (Sahara, Gobi, Great Western, Kalahari)

Teaching Strategies and Resources

1. Provide definitions for students in class and discuss/illustrate each with pictures, maps, or diagrams.
2. Have students write a paragraph which uses twelve of these terms. (Suggest they take an imaginary journey.)
3. Participate in a remote sensing and aerial photography exercise.
4. Provide students with a blank world map which they may complete with terms listed to left.
5. Conduct a quiz on both geographical terms and natural features.

Assoc. Con. 5
Assoc. Skills 17, 21

Topic IV -

Interaction of Geography and Culture

Subject Objectives

The student will be able to:

11. identify specific ways an area's geography has an impact upon a people's way of life.

12. appreciate the natural limits which a country's ecology imposes upon its population.

Unit Title Interaction of Geography and Culture Quarter 1

Content Outline

IV. Interaction of Geography and Culture

A. Farming Throughout the World (1-3)

1. Identify the environments.
2. Identify the farming techniques.
3. Connection between environment and farming techniques

B. Geographical Determinism (4-5)

1. Definition
2. +/- of the idea

C. Appreciating the Environment (6)

1. U.S. attitude towards environment
2. Traditional Indian attitude towards the environment

Teaching Strategies and Resources

1. Read about farming in three different regions of the world.
2. Have students construct a chart which identifies the characteristics of all three.
3. Show pictures illustrating the environment associated with wet rice and slash and burn agriculture.
4. Discuss meaning of geographical determinism with students. Give specific examples which illustrate the concept.
5. Give two readings which illustrate a geographical determinist approach to environment. Discuss them with students.
6. Play a taped interview with an Indian farmer discussing his feeling towards land.
7. Ask students to write a paragraph in which they compare that interview to what they see a U.S. attitude towards the land.
8. Discuss the benefits and drawbacks of both Indian and U.S. approaches.

Assoc. Con. 1, 4
Topic V - Assoc. Skills 16, 17, 18, 20

Regions

Subject Objectives

The student will be able to:

13. define "region" and explain why we need regions to study the world.
14. identify five specific types of regions found in the world today.
15. define the terms and patterns associated with each type.
16. recognize and locate the eleven major regions found in the world today.

Unit Title Regions Quarter 1

Content Outline

V. Regions

A. Definition (1-2)

1. Introductory activity
2. Defining term - "an area of land which shares at least one similarity."
3. Importance of "region" for studying the world

B. Types (3-10)

1. Economic regions
   a. 1st world (developed, the North, Capitalist Socialist)
   b. 2nd World (developed, the North, Communist)
   c. 3rd world (developing, LDC, the South)
2. Political Regions
   a. among countries: Democratic vs. Non-Democratic
   b. within country: city, state, nation (province)
3. Language regions - twelve major languages: Mandarin, Chinese, English, Hindi/Urdu, Russian, Spanish, Arabic, Bengali, Portuguese, German, Japanese, Indonesian, French
4. Religious language - Buddhism, Hinduism, Islam, Christianity, Judaism
5. Climatic - Tropical, Subtropical, Semiarid, Desert, Mediterranean, Marine Continental
6. Major regions
   a. U.S. and Canada

Teaching Strategies and Resources

1. Ask students to divide Withrow into four parts; discuss how students divided building up.
2. Read "Our Place on Earth," pp. 19-22 Learning About People and Cultures. Discuss how historically different people have divided the world.
3. Read pp. 5-10, "What Children Need to Know About World Affairs."
4. Define for students and discuss the meanings of all words in B-1 and B-2.
5. Construct a chart using Cincinnati and Ahmadabad in which student identifies into which category each regional type each city falls.
6. Write a report on the differences or similarities this chart shows.
7. Complete a blank world map for each of these types (students).
8. Use the overhead transparencies to suggest the connections among these regions.
9. Have students select a major region and write a report on it.
10. Have students share their findings from the report with the class in an oral presentation.

Unit Title Regions **Quarter** 1

Content Outline	Teaching Strategies and Resources
b. W. Europe c. E. Europe/Soviet Union d. Latin America e. Middle East/North Africa f. Sub-Saharian Africa g. Indian Subcontinent h. China i. S.E. Asia j. Japan k. Australia/S. Pacific	

Assoc. Con. 3a, 3b, 3c

Topic VI -

Career Options Related to Students' Course of Study/Personal Service

Subject Objectives

The student will be able to:

17. identify a four year plan of study he/she intends to pursue at Withrow ISA.
18. identify the career options available to him/her by pursuing such a course of study.
19. Identify a service project and complete the requirements of that project.

Unit Title Career Options Related to Students' Course of Study/Personal Service Quarter 1

Content Outline	Teaching Strategies and Resources
VI. Career Options/Personal Service A. Identify the course of study available to incoming freshmen B. Identify the career options available with such a course of study C. Identify a service project	1. Have the ISA counselor spend two days with students to develop a four year plan of study within the Academy and to discuss career options with them. 2. Give students a list of service projects they might complete. The list should include items which they could do at school, in the community or in India. 3. Discuss with students the procedures and grading of such a project.

Unit 2

Global Differences

Topic VII -

Culture: What Is It and Why Does It Exist?

Subject Objectives

The student will be able to:

20. define culture in his/her own words.
21. give specific examples which illustrate the wide range of culture.
22. explain why all human societies have culture.
23. identify the major components of cultural norms and give specific examples of those components.

Unit Title Culture: What Is It and Why Does It Exist? **Quarter** 1

Content Outline

VII. Culture: What Is It and Why Does It Exist?

A. Culture (1-7)

1. Definition of culture (Entire way of life of a society.)
2. Products of culture
   a. material
   b. non-material

B. Why do humans have culture? (8-11)

1. Humans vs. animals
   a. animals' survival based on instinct
   b. humans' survival based on culture
      - advantages of culture as a basis for survival
   c. human nature
2. Norms
   a. definition and rationale
   b. types
      (1) folkways
      (2) mores
         (a) taboos
         (b) lows
3. Values

C. Levels of Culture

1. Hunting/gardening
2. Agriculture
3. Industrial
4. Post-industrial

Teaching Strategies and Resources

1. Read "Interpreting a Foreign Culture, The Nacirema," pp. 27-29 Learning About People and Cultures. Discuss significance of culture in a person's life.
2. Have students select from a series of quotes on culture and in paragraph form. Define what the quote means.
3. Read Ralph Linton's definition of culture and discuss.
4. Have students in groups assemble a collage which they feel illustrates their own culture and then present their collage to the class orally.
5. Play a taped interview with an Indian high school student and compare it to students' examples of their culture.
6. Conduct a treasure hunt within the school where students must identify material and non-material cultural items.
7. Bring in items and art works from India and other cultures and ask students to identify whether they are material or non-material.
8. Ask students to list the differences between human beings and animals. Discuss.
9. Compare language of animals to human gestures. Use chart provided.
10. Give specific examples of "human nature" in India. Compare them to student responses in similar situations.
11. Complete "Articulating Values," classroom activities, pp. 70-73 in India: A Teacher's Guide to present specific examples of American and Indian norms and values.

Topic VIII -

Cultural Universals and Diversity

Subject Objectives

The student will be able to:

24. define "cultural universals" and give specific examples of them.
25. identify and explain the two theories on cultural diversity.
26. explain how culture diversity is illustrated in societies' languages, class-system and conceptions of adolescence.

Unit Title Cultural Universals and Diversity Quarter 1

Content Outline

VIII. Cultural Universals and Diversity

A. Cultural Universals (1-3)

1. Definition of term
2. Rationale for cultural universal
3. Seven universals facing every society

B. Cultural Diversity (4-5)

1. Definition of term
2. Two theories which explain cultural diversity
   a. functional approach
   b. ecological approach
3. Specific examples of cultural diversity (6-13)
   a. language (6-11)
   b. "adolescence" (12)
   c. class (13)

Teaching Strategies and Resources

1. Show pictures of an Indian city. Have students list similarities to a city or the U.S.
2. Ask students to identify what they believe are issues which all societies must face.
3. Read Cultural Universals. Divide into small groups and have each group define and give examples of their universal.
4. Read "Much Depends on What We Assume," pp. 41-46
   Learning About People and Cultures
5. Read unit on "Cultural Variation," Sociology and then ask students to discuss examples. Give students a list of American activities and ask them to identify how they could be functionist or ecological.
6. For "Language" read the three chapters from "Communicating With Each Other," pp. 75-93.
   Learning About People and Cultures
7. Study the Romance family of languages as an example of language evaluation meaning and forms.
8. Ask French and Spanish teachers to assist in presenting a history of their language to class. (English too)
9. Ask students to complete a research paper on an aspect of the language they'll be studying in the ISA.
10. Use India's languages as another example of linguistic diversity and patterns.
11. Play specific examples of the same phrase in related and unrelated languages.
12. Complete the "Comparing Adolescence in Four Societies." Discuss findings.
13. Read selections from Varna (Text 32-50) from India: A Teacher's Guide. Compare this social structure to U.S. class system.

Topic IX -

Ethnocentrism and Cultural Relativism

Subject Objectives

The student will be able to:

27. define "ethnocentrism."
28. explain why societies are ethnocentric and the impact of ethnocentrism upon our lives.
29. define "cultural relativism."
30. explain the benefits and limits of cultural relativism in studying the cultures of the world.

Unit Title Ethnocentrism and Cultural Relativism **Quarter** 1

Content Outline

IX. Ethnocentrism and Cultural Relativism

A. Ethnocentrism (1-8)

1. Definition
2. Reasons for ethnocentrism
3. Benefits and drawbacks of ethnocentrism
4. Significance of ethnocentrism when studying cultures of the world

B. Cultural Relativism (8)

1. Definition (Assumptions associated with cultural relativism)
2. Important American values which are universally accepted
3. Significance of cultural relativism when studying cultures of the world

Teaching Strategies and Resources

1. Read "Observations Through the Cultural Looking Glass," pp. 31-36; "How Attitudes are Formed," pp. 51-57; "What We Know is Not Often So," pp. 61-67. Learning About People and Cultures.
2. Discuss the quotes on peoples' ethnocentric behavior.
3. Read "The One Hundred Percent American."
4. Read "Pizza and Punk on Gerky Street, p. 280, Reading Around the World. Discuss various perceptions caused by ethnocentrism and new phenomenon of cultural imperialism.
5. Ask students to free associate words with countries of the world to illustrate their own ethnocentrism.
6. Ask students to debate "Ethnocentrism is a useful tool for any society to possess."
7. Assign a topic like "Black English" or Spanish as a second U.S. language for students to research and discuss as possible examples of cultural imperialism.
8. Show pictures of India and ask students their reaction and compare that to an Indian response to the pictures.
9. Read "Six Suggestions for Learning About People and Cultures," pp. 51-55 Learning About People and Cultures.
10. Read "Changing Patterns of Perceiving," pp. 103-104 Learning About People and Cultures.
11. Read "Understanding India" (handout). Compare this presentation of India to students' ethnocentric approach.
12. Use the graphs from Chapter 2, "What Citizens Need to Know about World Affairs" to document increasing global interdependence. Have students find any graphs which also illustrate this interdependence.

SECOND QUARTER

Unit 3
Global Problems

Topic X -

Introduction to Global Problems

Subject Objectives

The student will be able to:

31. identify the types and characteristics of the major political and economic systems of the world.
32. define "balance of power" and how it is currently being achieved.
33. explain the significance of technology for individual countries and the global community.
34. identify the major issues associated with manufacturing in the world today.
35. explain the current pattern and world trade and the issues associated with the pattern.
36. identify and analyze the problems assocated with world development.
37. define key terms associated with international relations and explain the considerations on which a country's foreign policy is made.
38. identify the major components and corresponding responsibilities of the U.N.

Unit Title Introduction to Global Problems **Quarter** 2

Content Outline

X. Introduction to Global Problems

A. Global Ideologies (1-5)

1. Political systems

a. custom
b. command
c. consent

2. Economic system

a. traditional
b. command
c. market

B. Balance of Power (6-9)

1. "Super powers"

2. Issues involved with balance of power

a. alliances
b. armaments
c. terrorism

C. Technology (10-14)

1. Significance of technology for the world

2. Technology in 1st and 2nd World Nations

3. Technology in 3rd world nations

D. Manufacturing (15-18)

1. Multinational corporations

2. Patterns in global manufacturing

a. resources
b. labor

E. Trade (19-22)

1. Global trading patterns

2. Effect of these patterns upon individual countries

3. Individual nations' attempt to control trade

Teaching Strategies and Resources

1. Read Chapter 4, "Idiologies," pp. 19-23, What Citizens Need to Know About World Affairs.
2. Ask students to identify countries associated with each type of political and economic system.
3. Compare the U.S., India and Soviet Union's political and economic system. Discuss the benefits and drawbacks of all three.
4. Show examples and pictures of a traditional economy in work in India.
5. Compare a U.S. to Indian election.
6. Read Chapter 5, "Balance of Power," pp. 24-30, What Citizens Need to Know About World Affairs.
7. Have students generate conclusions on U.S. and Soviet Union's position with each other based on charts on pp. 26-27.
8. Show pictures from India which illustrate the impact of super powers' rivalry on other countries of the world.
9. Present materials on Sikh and Tamil terrorists; discuss the issues which these two Asian terrorists' movements raise.
10. Read Chapter 6, "Technology," pp. 31-33, What Citizens Need to Know About World Affairs.
11. Ask science teacher or technology teacher to question present current accomplishments in technology.
12. Ask students to compare figures before and after India's Green Revolution. Show pictures which illustrate types of technology found in India.
13. Ask students to analyze map 20, State of the World Atlas.
14. Have students write a report on technologies currently available in an assigned country. Compare the results.

Unit Title Introduction to Global Problems **Quarter** 2

Content Outline	Teaching Strategies and Resources
F. Development (23-27) 1. North vs. South 2. Measures and factors in development 3. Issues of development 4. Assessing the prospects for development	15. Read Chapter 7, "Manufacturing," pp. 34-37, What Citizens Need to Know About World Affairs. 16. Ask students to analyze maps 19 and 36 from State of the World Atlas. 17. Do a case study of the Bhopal disaster as example of multi nationals and 3rd world countries. 18. Discuss the role of multi nationals in resolving South Africa's issue of Aparthaid.
G. International Relations (28-31) 1. Foreign policy a. definition and purpose b. mechanisms associated with a country's foreign policies 2. Factors which determine foreign policy decisions a. alliances and treaties b. foreign aid and development c. foreign debt	19. Read Chapter 8, "Trade," pp. 38-42, What Citizens Need to Know About World Affairs. 20. Study and generate conclusions about charts and graphs from this chapter. 21. Ask students to analyze maps 21, 22, and 23 from the State of the World Atlas. 22. Compare and contrast U.S.'s and India's imports and exports as a way of distinguishing trade patterns of 1st and 3rd world nations.
H. International Organizations (32-34) 1. U.N. 2. World Court	23. Read Chapter 9, "Development," pp. 43-48, What Citizens Need to Know About World Affairs. 24. Ask students to analyze maps 24, 43, 50, and 52 from the State of the World Atlas. 25. Study the charts on page 48 to identify the relation between U.S. and 3rd world countries, What Citizens Need to Know About World Affairs. 26. Show pictures and play interviews which illustrate the crisis of development in India. 27. Ask students to compare their yearly income and standard of living to that of a typical Indian. Compare typical homes. 28. Read Chapter 10, "International Relations," pp. 51-57, What Citizens Need to Know About World Affiars.

Content Outline

Teaching Strategies and Resources

29. Show examples of U.S. agencies at work in India as examples of foreign aid.
30. Ask students to report to the class upon the U.S. foreign policy makers mentioned on page 57, What Citizens Need to Know About World Affiars.
31. Analyze maps 23 and 24 from the State of the World Atlas.
32. Read chapter 11, "International Organizations," pp. 58-62, What Citizens Need to Know About World Affairs.
33. Discuss Kashmir as an incident which illustrates U.N.'s peace-keeping abilities.
34. Compare U.S. and Indian viewpoints on U.N.

Topic XI -

Global Problems: Population and Food

Subject Objectives

The student will be able to:

39. identify the historical and current trends of world population.
40. define key terms associated with demography.
41. identify the factors which account for current trends in world population.
42. identify the population characteristics of developed and developing nations.
43. distinguish between our capacity to produce food and the current distribution of food in the world.
44. identify and explain the factors which account for inadequate food supplies in developing countries.
45. assess the solutions required to curb population growth and resolve the crisis of food production and distribution.

Unit Title Global Problems: Population and Food **Quarter** 2

Content Outline

XI. Global Problems: Population and Food

A. Population (1-12)

1. Historical and current population trends
2. Demography
   a. definition
   b. key terms used in demography
3. Theory of Demographic Transition
   a. purpose (explains population growth)
   b. how the theory explains current population trends
   c. how the theory distinguishes between developed and developing countries
4. Factors affecting population growth
   a. family planning
   b. migration
      (1) internal (within country)
      (2) external (between countries)
   c. economic development

B. Food (13-18)

1. Current situation in food
   a. distribution pattern in world today
   b. consumption pattern in world today
   c. capacity to produce food in world today
   d. staple foods of the world
2. Food production and population growth - Thomas Malthus

Teaching Strategies and Resources

1. Read Chapter 12, "Population," pp. 65-70, What Citizens Need to Know About World Affairs.
2. Analyze maps 3 and 45 from the State of the World Atlas.
3. Have students plot on a graph the world population explosion.
4. Drill and discuss with students the key terms of demography.
5. Ask students to list the negative impact of overpopulation on a society. Show examples of the negative impact using pictures from India as an example.
6. Study the demographic transition chart and age pyramids as a way of illustrating the differences between developed and developing countries.
7. Have students compare and contrast demographic statistics for U.S. and India.
8. Ask students to read and discuss, "Culture, Survival and Family Size" for why poor people have children.
9. Read "Why Birth Control Failed in Manupur Village."
10. Discuss China's one-child policy.
11. Read "Why People Have Different Perspectives: Population Growth," pp. 67-71, Learning About People and Cultures.
12. Analyze map 38 from the State of the World Atlas for work as a reason for migration.
13. Read about the Green Revolution in India. Show pictures of its impact on Indian food production and society.
14. Read Chapter 13, "Food," pp. 71-77, What Citizens Need to Know About World Affairs.
15. Analyze maps 44 and 50 from the State of the World Atlas.

Unit Title Global Problems: Population and Food **Quarter** 2

Content Outline	Teaching Strategies and Resources
3. Factors in food production a. land and land management b. technology c. global economy C. Solutions to the Crisis of People and Food 1. Identifying tried or potential solutions 2. Assessment	16. Have students select an area of the world affected by famine and present a report of it to the class. 17. Read quote from Thomas Malthus. Discuss the implications of his theory. 18. Ask students to live on a typical Indian's diet for a day. Keep a log of their experience.

Topic XII -

Global Problems: Resources and Development

Subject Objectives

The student will be able to:

46. identify the desirable natural resources of the world and the countries which possess them.

47. explain the significance of artificial energy for nations of the world and the countries which are energy-rich and energy-poor.

48. assess the solutions to the problems faced by resource-poor and energy-poor nations of the world.

49. identify the reasons why all countries wish to further develop their economies.

50. explain the drawbacks and problems of development and the possible solutions to those problems.

Unit Title Global Problems: Resources and Development **Quarter** 2

Content Outline

XII. Resources and Development

A. Resources (1-6)

1. Types
2. Scarcity and distribution
3. Resources and industrialization
   a. iron ore and coal
   b. oil and natural gas
   c. minerals
4. Water as a resource
   a. uses
   b. issues
5. Energy
   a. types
   b. importance of energy to countries
   c. energy crisis
6. Skilled labor
7. Solutions to resource problems

B. Development (7-14)

1. Advantages of development
2. Methods of development
3. Problems associated with development
   a. air pollution
   b. water pollution
   c. land pollution
   d. toxic waste
4. Evaluating the solutions to the problems of development

Teaching Strategies and Resources

1. Read Chapter 14, "Resources," pp. 78-86, What Citizens Need to Know About World Affairs.
2. Have students generate conclusions on world map from pp. 80-81.
3. Assign students countries and ask them to barter their resources with each other.
4. Read the chapter on energy from Current Issues. Define the energy issues facing U.S.
5. Present the energy situation in India through interviews, charts, pictures, and compare to U.S.
6. Analyze maps 13-17 from the State of the World Atlas.
7. Read chapter 15, "Environment," pp. 87-92 from What Citizens Need to Know About World Affairs.
8. Read the chapter on environment from Current Issues. Define this issue for U.S.
9. Present the problem of pollution facing India. Get students to discuss the pay-offs of development vs. the power of development.
10. Read chapter on world poverty and U.S. foreign aid from Current Issues.
11. Stage a debate - "Should the U.S. Assist Developing Nations?"
12. Analyze map 19 from the State of the World Atlas.
13. Ask a member of the Sierra Club to discuss the environmental pollution with the class.
14. Have students do a report on a safer form of energy or pollutant free energy.

Topic XIII -

Global Problems: National Defense

Subject Objectives

The student will be able to:

51. identify key terms of our current national defense policy.
52. identify both sides of the argument over increased or decreased defense spending.
53. identify how national defense spending affects our country internally and how it affects other countries of the world.
54. identify new developments with our national defense spending.
55. identify and assess alternative solutions to increased defense spending.
56. explain the origins and current pattern of terrorism throughout the world.

Unit Title Global Problems: National Defense **Quarter** 2

Content Outline

XIII. Global Problems: National Defense

- A. Introduction
  - 1. History of the arms race
  - 2. Key terms associated with defense spending
- B. Why do we need a strong defense?
  - 1. Reasons for a strong defense
  - 2. Current U.S. defense forces
- C. Current issues in national defense
  - 1. Defense spending
  - 2. Control of defense policy: President vs. Congress
  - 3. Weapon sales and development
  - 4. Terrorism
- D. Alternatives to the Arms Race
  - 1. Why the need for alternatives? (the impact of arms race on our country and other countries of world)
  - 2. Alternative solutions
    - a. "freeze"
    - b. negotiations
    - c. popular initiatives

Teaching Strategies and Resources

1. Read "Defense" chapter in Current Issues, pp. 215-229 and Nuclear Proliferation, pp. 297-310.
2. Read Chapter 5, "Balance of Power," pp. 24-30, What Citizens Need to Know About World Affairs.
3. Read Chapter 16, "Armaments," pp. 93-98, What Citizens Need to Know About World Affairs.
4. Ask Cincinnati Nuclear Freeze or Physicians for Social Responsibility to the class on this topic.
5. Have students analyze and discuss maps 7-12 (Arms and the State) from The State of the World Atlas and map 61.
6. Distribute handouts on India's defense spending and discuss the impact upon India's development.
7. Debate India's development of the A-bomb and wise or unwise use of natural resources. Use City of Joy as supplemental reading.
8. Ask students to clip articles from current periodicals and report their findings to the class.
9. Have students play the game "Wildfire" to simulate countries of the world negotiating over armaments.
10. Videos like Testament or the Nova program on a History of the Arms Race could be shown.
11. Distribute chart on U.S. and Soviet nuclear weapons and have students compare and contrast the capacity of each country.

Topic XIV -

Global Problems: Human Rights

Subject Objectives

The student will be able to:

57. define key terms associated with human rights.
58. identify what are commonly recognized as "human rights."
59. identify historical examples of violations of human rights.
60. identify the current pattern of human rights violations in the world today.
61. identify the position of the U.S. and U.N. on human rights.
62. identify current issues and problems in human rights.

Unit Title Global Problems: Human Rights Quarter 2

Content Outline

XIV. Global Problems: Human Rights

- A. Introduction: What are Human Rights?
  - 1. Associated terms
  - 2. Associated rights
- B. A History of Human Rights Violations
  - 1. Within U.S. (Blacks and American Indians)
  - 2. Holocaust
  - 3. Other genocide examples
- C. Current Pattern of Human Rights Violations
  - 1. Types of violations
  - 2. Examining each region of the world for rights violation
- D. Responses to Human Rights Violations
  - 1. U.S. policy on human rights
  - 2. U.N. policy on human rights
  - 3. Amnesty international
  - 4. Human rights and you (the class)
    - a. exploring the language we use
    - b. exploring the attitudes we hold

Teaching Strategies and Resources

1. Read Chapter 17, "Human Rights," pp. 99-103, What Citizens Need to Know About World Affairs.
2. Read Update handout on human rights.
3. Analyze and discuss map 31 from The State of the World Atlas.
4. Ask speaker from Holocaust survivors group to speak to class.
5. Have students prepare a report on human rights violation in a specific country or a specific person (Nelson Mandella).
6. Request information on the state of human rights in world today from Amnesty International.
7. Have students collectively write "A Human Being's Bill of Rights."
8. Discuss with students the state of human rights in India.
9. Show selections from Eyes on the Prize to illustrate human rights issue within the U.S.
10. Read "Cultural Differences within a Culture. Women and the Language of Inequality," pp. 111-114, Learning About People and Cultures.
11. Show videos like excerpts from "Shoah," "The Official Story," or "Missing." Ask students to write down their responses to the film.
12. Participate as a class in an Amnesty International Watch.
13. Request a speaker from the S. African Anti-Apartheid group to speak on conditions in S. Africa.

Topic XV -

Global Understanding

Subject Objectives

The student will be able to:

63. identify and associate with the appropriate location major works of literature, art and music of the world.

64. identify and explain some of the major philosophical systems of the world.

65. identify some universal questions which all human societies face and their respective answers to those questions.

66. identify how humans have traditionally found meaning in their life.

67. recognize the value of seeing oneself as a citizen of the world.

Unit Title Global Understanding Quarter 2

Content Outline

XV. Global Understanding

A. Art

1. Purpose and function of art in a culture
2. Types of art - visual, musical, literary
3. Artistic regions of the world

B. Philosophy

1. Purpose and function of philosophy in a culture
2. Major philosophical systems of the world and their key beliefs
   a. China
   b. India
   c. European

C. Searching for Meaning in Life

1. Institution of a marriage: U.S. vs. India (love, children)
2. Institution of a funeral: U.S. vs. India (death, afterlife)
3. Institution of a job: U.S. vs. India (status, self-image)

D. "We Are Citizens of the World"

1. Reviewing cultural differences among countries of the world
2. Reviewing cultural similarities among countries of the world
3. Citizens of the world
   a. definition
   b. significance for individual and the world

Teaching Strategies and Resources

1. Show the Greater Cincinnati Foundation slide show on "Humans and Art" (seven parts).
2. Give students two pictures from different cultures or times and ask them to compare and contrast them.
3. Read excerpts from works of Lao-Tze, Plato and the Bhagavad Gita.
4. Complete Chapter 3, "The One and the Many," pp. 50-65 from India: A Teacher's Guide.
5. Complete Chapter 5, "Marriage," pp. 90-111 from India: A Teacher's Guide.
6. Show pictures and discuss Indian funeral practices and beliefs behind them. Ask students to explain the differences from U.S. funeral customs.
7. Students could conduct a survey of U.S. attitudes toward their jobs and work. They could tabulate the results and compare them to Indian values on job and work.
8. Ask students to write on how they could continue to apply the message of "world citizens" to their education and other aspects of their life.

PUPIL EVALUATION POLICY

PUPIL EVALUATION POLICY

Social studies teachers at the International Studies Academy use a variety of measurement approaches to evaluate pupil progress and assess program effectiveness. Preassessment occurs through the use of pretests and discussions on basic skills and content, teacher observation, and pupil conferences. Individual conferences and program orientation are useful in assessing student readiness for learning.

Formative assessments are conducted by teachers through the use of paper/pencil objective and essay homework, quizzes, tests and special projects. Conferences between teachers, coordinator, and supervisor, parent meetings, meeting of the program advisory board, and administrator observations are utilized in making summative assessments. The guidelines of the school system social studies graded course of study (No. 1002) along with the local school philosophy and program extensions are used in making assessment decisions. More specific goal and objective measures are identified on the pages which follow.